

# Check In Check Out: A Targeted Intervention

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# Goals

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- ❑ Define the logic and core features of Targeted Interventions, and the specifics of the Check-in/Check-out (CICO) approach.
- ❑ Provide empirical evidence supporting CICO, and practical examples from local schools.
- ❑ Self-assess if CICO is appropriate for your school
- ❑ Build action plan for CICO implementation



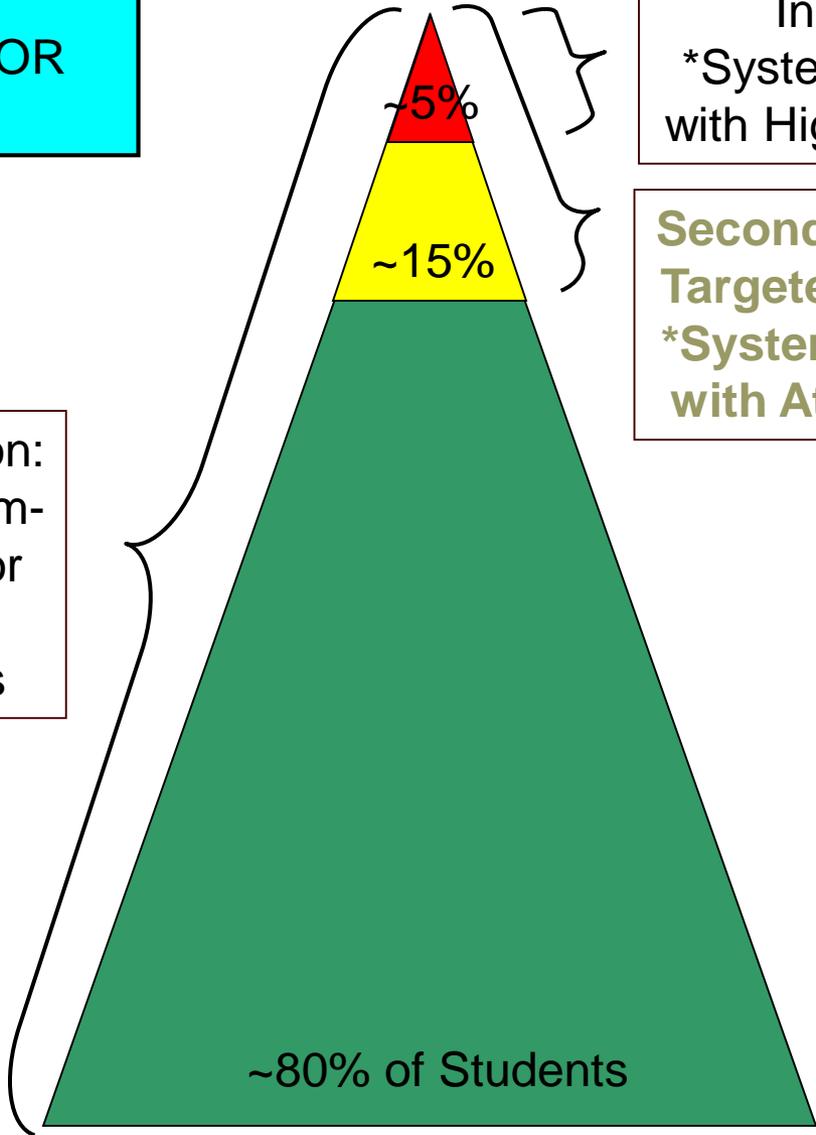
# CICO within School-wide PBS

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- All specialized interventions are more effective, and more durable, if they are done with school-wide behavioral expectations as a foundation.

**SCHOOL-WIDE  
POSITIVE BEHAVIOR  
SUPPORT**

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
\*Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Targeted Interventions  
\*Systems for Students  
with At-Risk Behavior



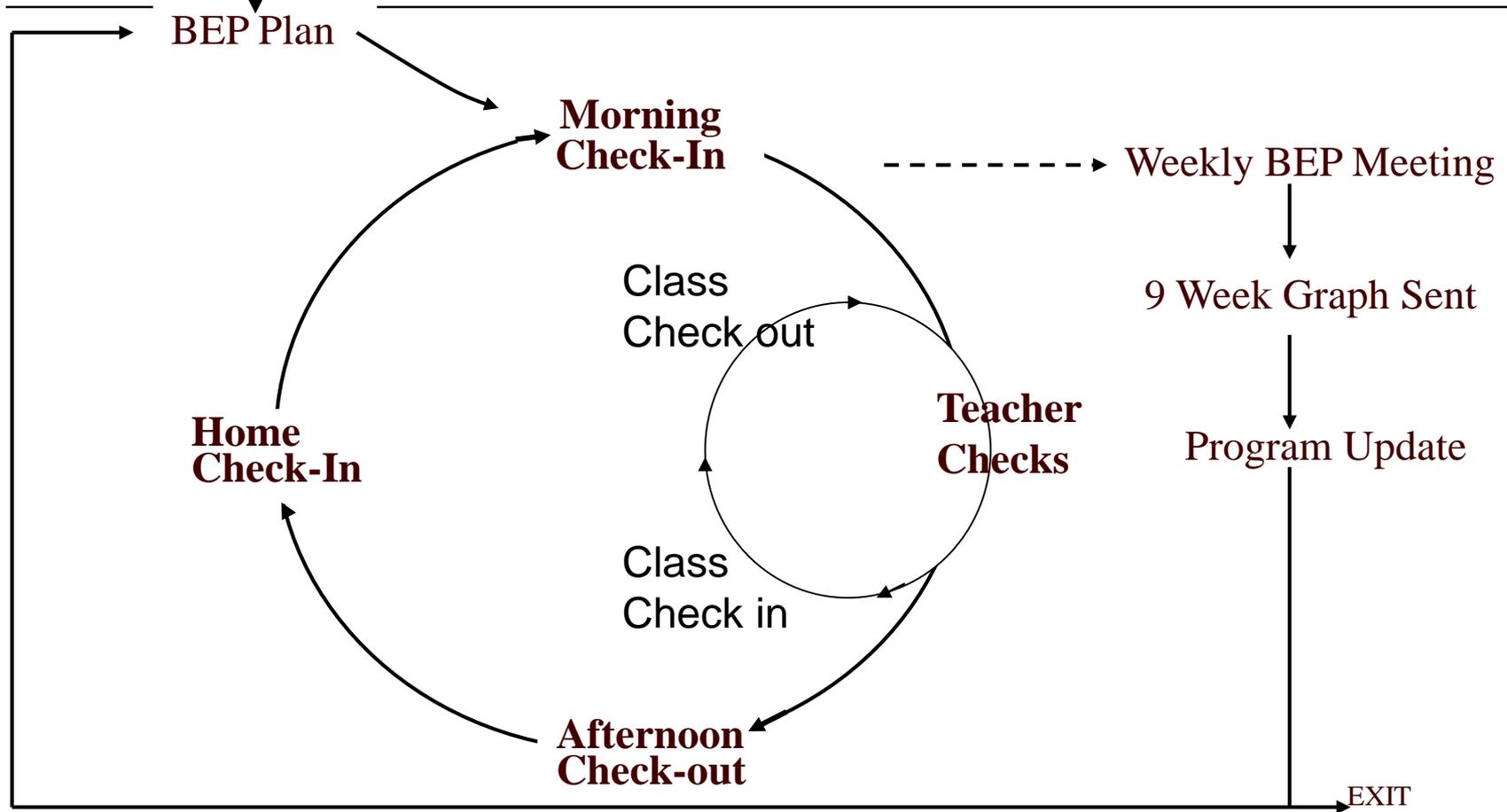


# Major Features of Targeted Interventions

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- ❑ Intervention is continuously available
- ❑ Rapid access to intervention (72 hr)
- ❑ Very low effort by teachers
- ❑ Consistent with school-wide expectations
- ❑ Implemented by all staff/faculty in a school
- ❑ Home/school linkage
- ❑ Flexible intervention based on assessment
  - Functional Assessment
- ❑ Adequate resources (admin, team)
  - weekly meeting, plus 10 hours a week for coordination
- ❑ Student chooses to participate
- ❑ Continuous monitoring for decision-making

# BEP/Check-in Check-out Cycle



# CICO Record

Name: \_\_\_\_\_

Date: \_\_\_\_\_

0 = Need work, 1 = "OK" 2 = Nice Job

	<b>Safe</b>			<b>Responsible</b>			<b>Respectful</b>		
Check In	0	1	2	0	1	2	0	1	2
Before Recess	0	1	2	0	1	2	0	1	2
Before Lunch	0	1	2	0	1	2	0	1	2
After Recess	0	1	2	0	1	2	0	1	2
Check Out	0	1	2	0	1	2	0	1	2
Today's goal				Today's total points					

Comments:

# HAWK Report

Date \_\_\_\_\_

Student \_\_\_\_\_

Teacher \_\_\_\_\_

<b>0 = Not Yet</b> <b>1= Good</b> <b>2= Excellent</b>	<b>Be Safe</b>			<b>Be Respectful</b>			<b>Be Your Personal Best</b>						<b>Teacher initials</b>			
	<b>Keep hands, feet, and objects to self</b>			<b>Use kind words and actions</b>			<b>Follow directions</b>			<b>Working in class</b>						
<b>Class</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	
<b>Recess</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>							
<b>Class</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	
<b>Lunch</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>							
<b>Class</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	
<b>Recess</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>				
<b>Class</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	
<b>Total Points =</b>				<b>Today _____%</b>						<b>Goal _____%</b>						
<b>Points Possible = 50</b>																



# Daily Progress Report

Goals	1/5	2/6	3/7	HR	4/8
Be respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Keep Hand & Feet to Self	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Follow Directions	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be There – Be Ready	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<b>TOTAL POINTS</b>					

# Why does CICO work?

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## □ **Improved structure**

- Prompts are provided throughout the day for correct behavior.
- System for linking student with at least one positive adult.
- Student chooses to participate.

## □ **Student is “set up for success”**

- First contact each morning is positive.
- “Blow-out” days are pre-empted.
- First contact each class period (or activity period) is positive, and sets up successful behavioral momentum.

## □ **Increase in contingent feedback**

- Feedback occurs more often.
- Feedback is tied to student behavior.
- Inappropriate behavior is less likely to be ignored or rewarded.

# Why does CICO Work?

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- **Program can be applied in all school locations**
  - Classroom, playground, cafeteria (anywhere there is a supervisor)
- **Elevated reward for appropriate behavior**
  - Adult and peer attention delivered each target period
  - Adult attention (and tangible) delivered at end of day
- **Linking behavior support and academic support**
  - For academic-based, escape-maintained problem behavior incorporate academic support
- **Linking school and home support**
  - Provide format for positive student/parent contact
- **Program is organized to morph into a self-management system**
  - Increased options for making choices
  - Increased ability to self-monitor performance/progress

# Logistics for Setting up a CICO program

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## □ **Faculty and staff commitment**

- Is problem behavior a major concern?
- Are staff willing to commit 5 min per day?
- Is CICO a reasonable option for us?
  - More than 5 students need extra support
  - CICO is designed to work with 10-12% of kids in a school
  - CICO typically “works” with 67% of students.
  - CICO does NOT replace need for individualized supports.

## □ **Team available**

- Team leader
- CICO coordinator (morning, afternoon)
- Team (meets at least once every two weeks)

# Logistics for Setting up a CICO program

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## □ **School-wide PBS in place**

- School-wide expectations defined and taught
- Reward system operating
- Clear and consistent consequences for problem behavior

## □ **Process for identifying a student who may be appropriate for CICO**

- Student is not responding to SWPBS expectations
  - Request for Assistance
- Student finds adult attention rewarding
- Student is NOT in crisis.



# Logistics for Setting up a CICO program

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## □ **Daily CICO progress report card**

- Same expectations for all
- Common schedule
- All staff taught rules for accepting, completing and returning the card.

## □ **Home report process**

- Can be same as progress card
- Can be a unique reporting form

## CICO Home Report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ **I met my goal today**

\_\_\_\_\_ I had a hard day

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One thing I did really well today was: \_\_\_\_\_

Something I will work on tomorrow is: \_\_\_\_\_

Comments:

Parent/Guardian Signature: \_\_\_\_\_

Comments:

# Logistics for Setting up a CICO program

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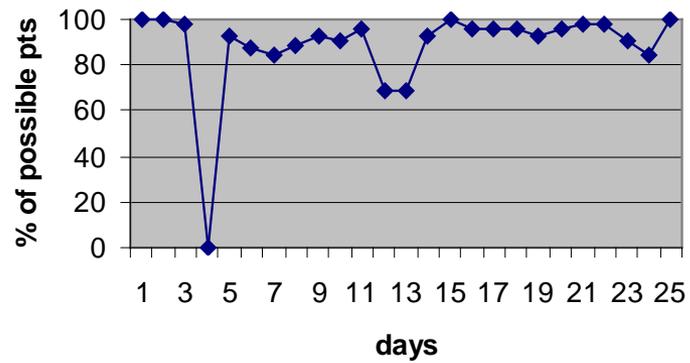
## □ **Trading menu**

- Reward for collecting and turning in daily progress card
- Reward for meeting daily goal
- Exchange system for points earned

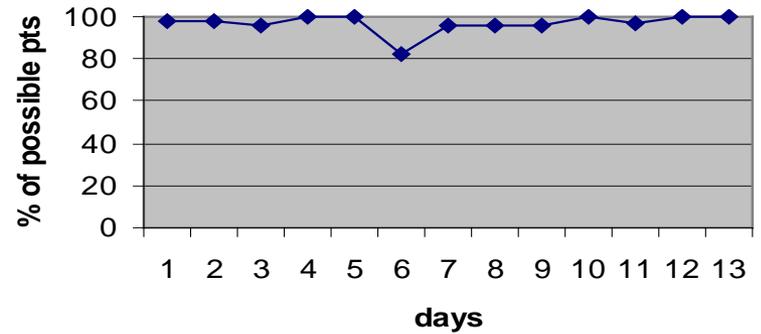
## □ **Collecting, summarizing and using data**

- Daily updates
- Weekly review by team
- Referral to BISCC structure for individualized interventions.

**CICO points earned  
Trevor**

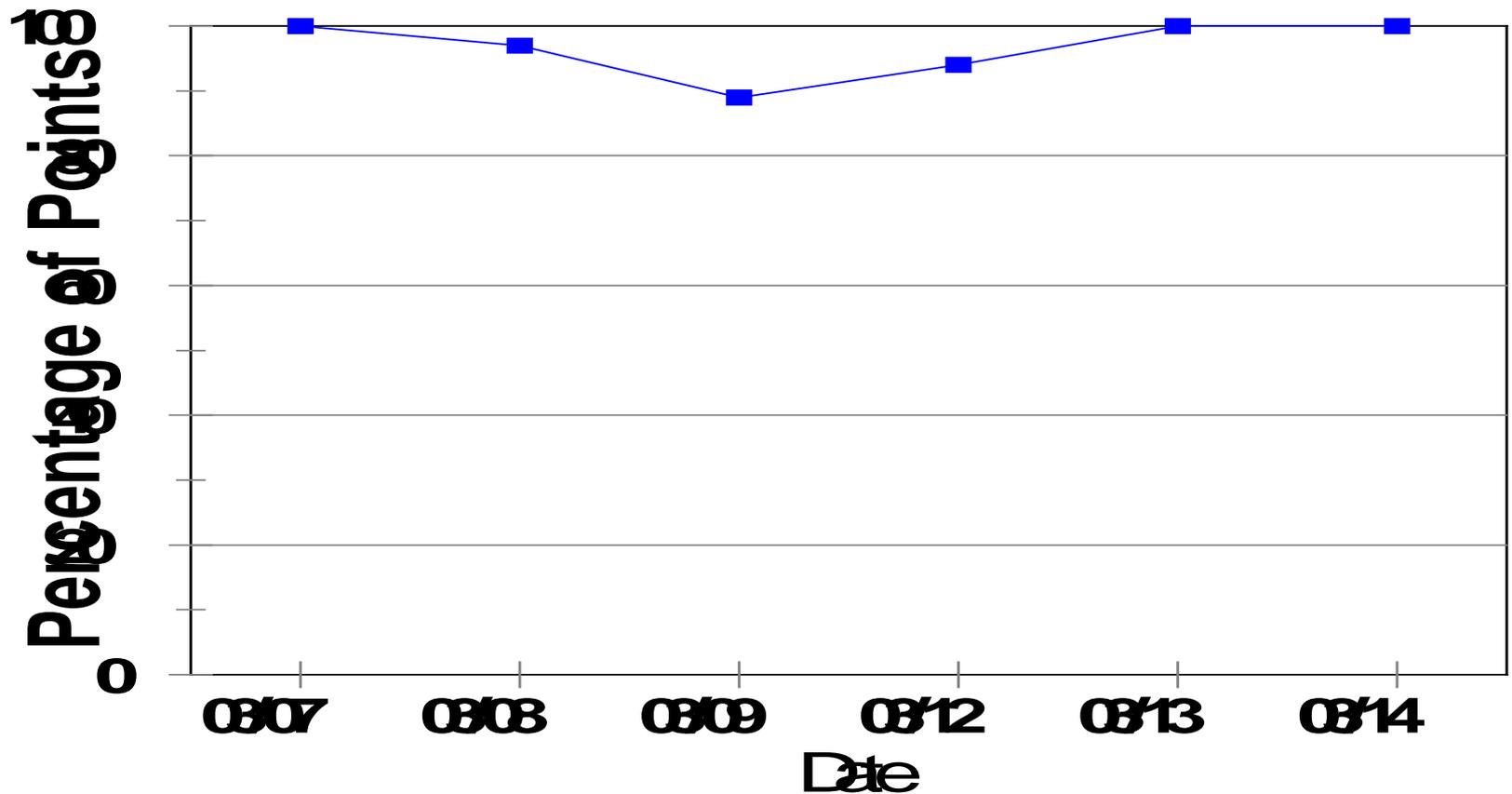


**CICO daily points  
Chad**



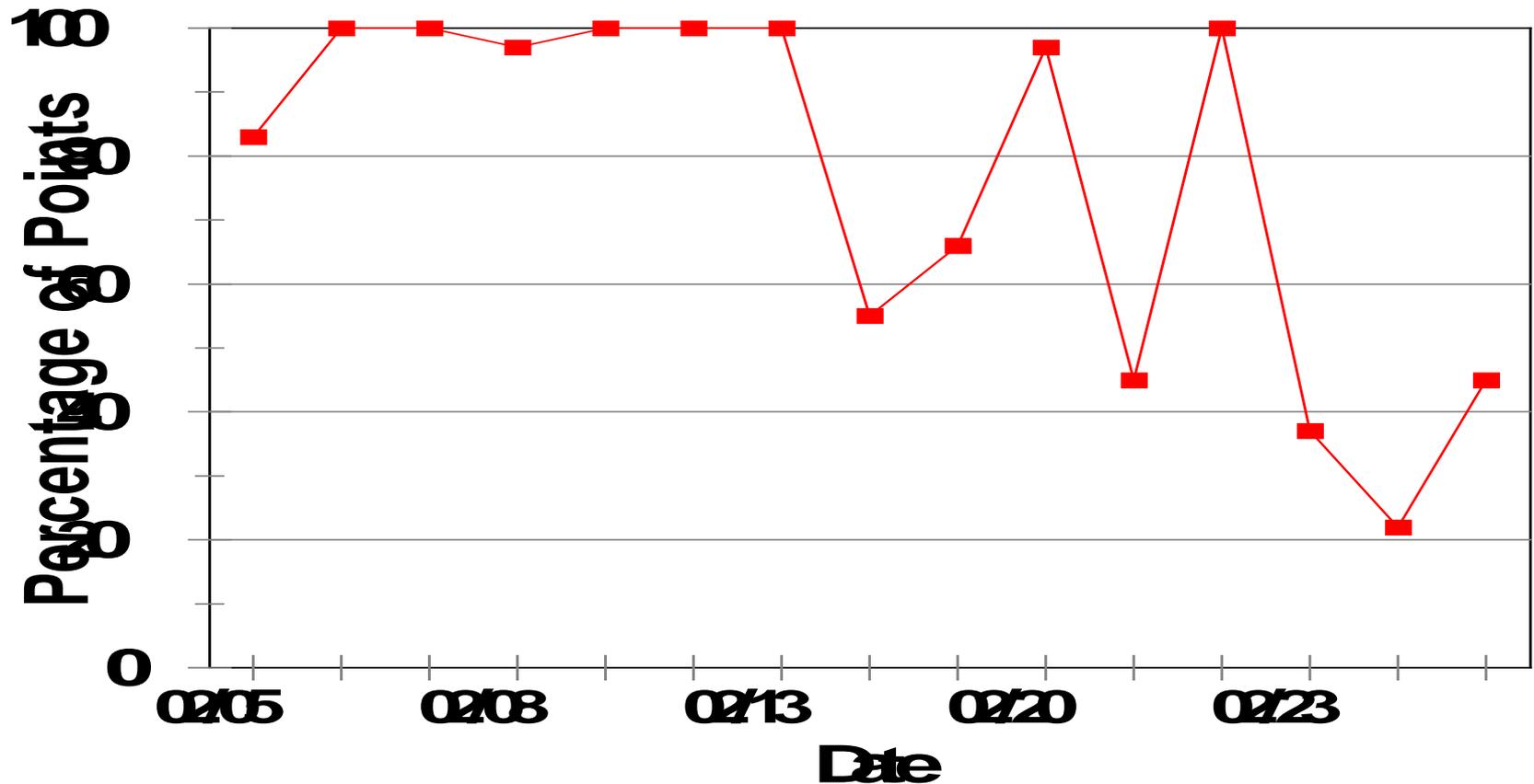
# Daily Data Used for Decision Making

## Ryan's BE Performance 2007-2014



# Daily Data Used for Decision Making

## Rachelle's BEP Performance 2000-2001



# Building the Basic Cycles

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## □ Morning Check-in Routine

- Teaching students when, when, how
- Teaching check-in coordinator
  - Assess
  - Reward
  - Set-up or Redirect

## □ Teacher Check-in/Check-out Routine

- Teach students when, when, how
- Teaching staff/faculty
  - Reward
  - Set-up for success, positive momentum
  - Evaluation



# Building the Basic Cycles

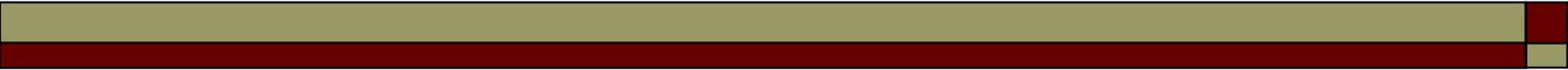
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## □ **Afternoon Check-out Routine**

- Teach students when, where, how
- Teach CICO coordinator data collection, acknowledge success, encourage improvement.
- Consider self-recording system for older students

## □ **Family Review Routine**

- Teach students when, where, how
- Teach family only to acknowledge success, sign



# Building the Basic Cycles

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## □ **Trading Menu/ Process**

- Reward for collecting and turning in daily progress report information
- Reward for meeting daily goal
- Exchange system for points earned?



# Building the advanced cycles

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## □ **Planning for success**

- How does student move off CICO?
- Adding self-management options to CICO

## □ **Moving from CICO to individualized behavior support.**

- Functional behavioral assessment
- Comprehensive behavior support

## □ **Substitute Teacher use of CICO**

- How will substitutes learn about CICO routine?

## □ **Extending CICO to playground, cafeteria, bus area**

# Linking CICO with Function-based support

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□ Leanne Hawken

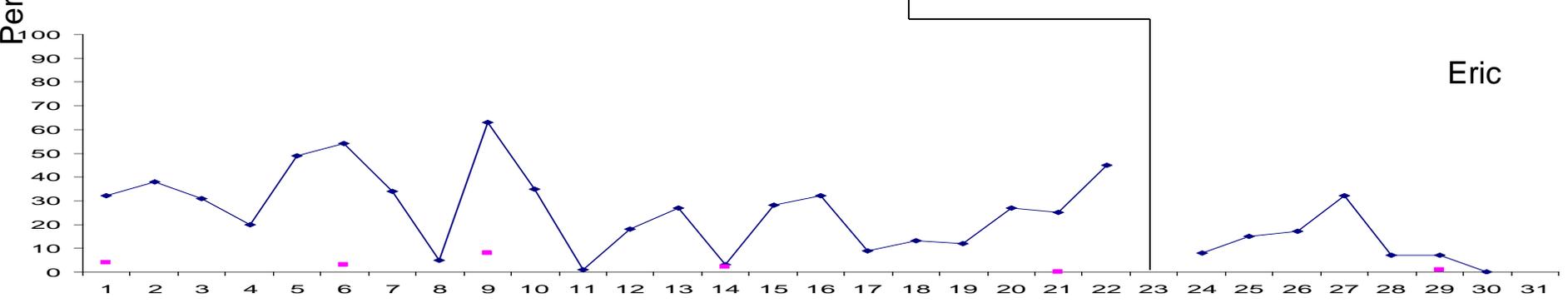
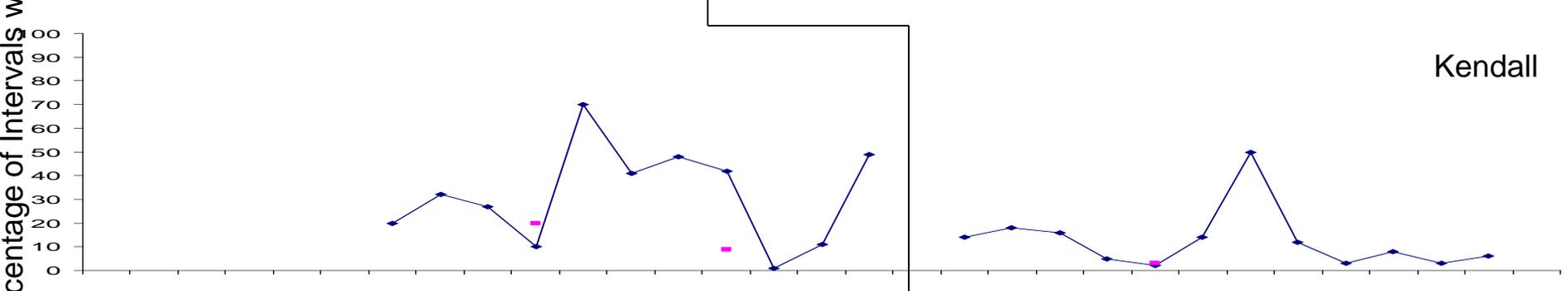
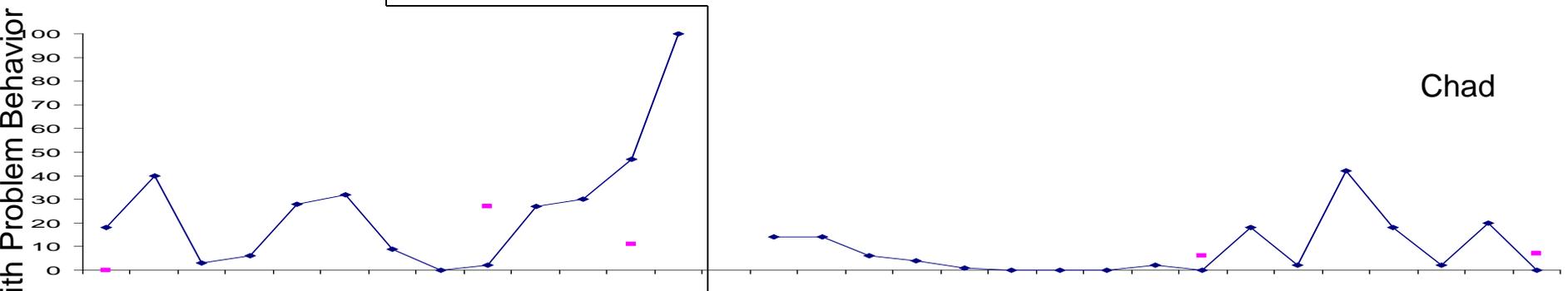
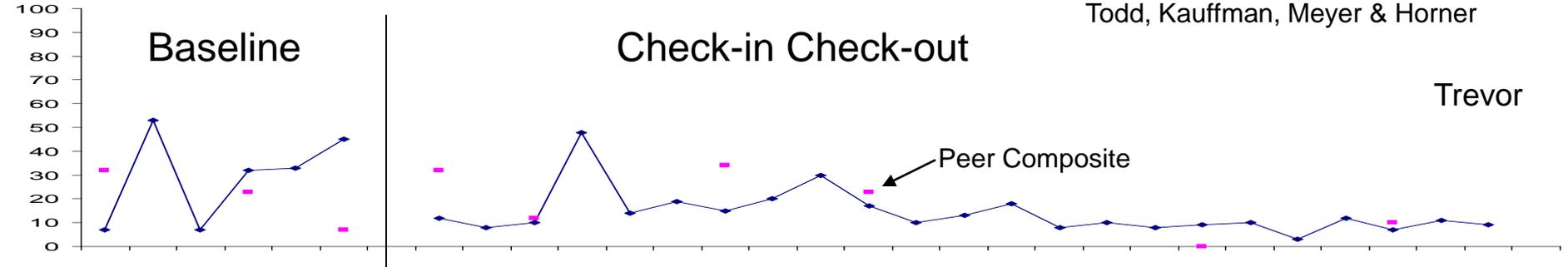


□ Robert March



□ Anne Todd, Amy Kauffman







# Plan for the future: We want self-managers

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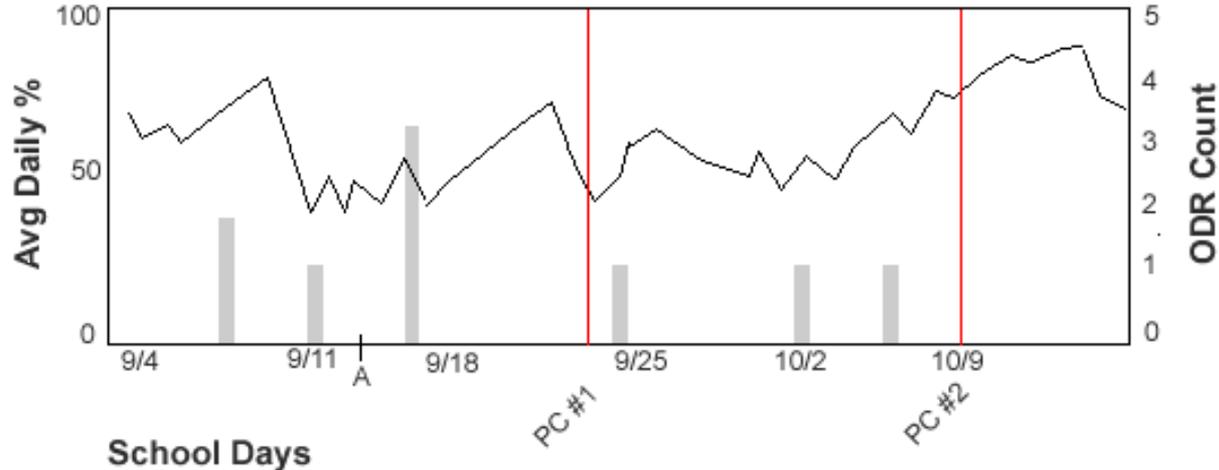
- Embed self-management strategies as driven by the data
  - Use natural signals for monitoring as much as possible
  - Self-monitor
  - Self-record, check for accuracy
  - Fewer check points during the day
    - Maintain AM and PM times for awhile
  - Manage own CICO account
- More on self management in the future.....

# Check-in Check-out Embedded Within SWIS

## Individual Student Count Report

Jane Doe

September 4 - October 13, 2006



Plan Change	Date	Description
1	9/22/06	Some reason why the plan changed
2	10/0/2006	And yet another reason why the plan changed

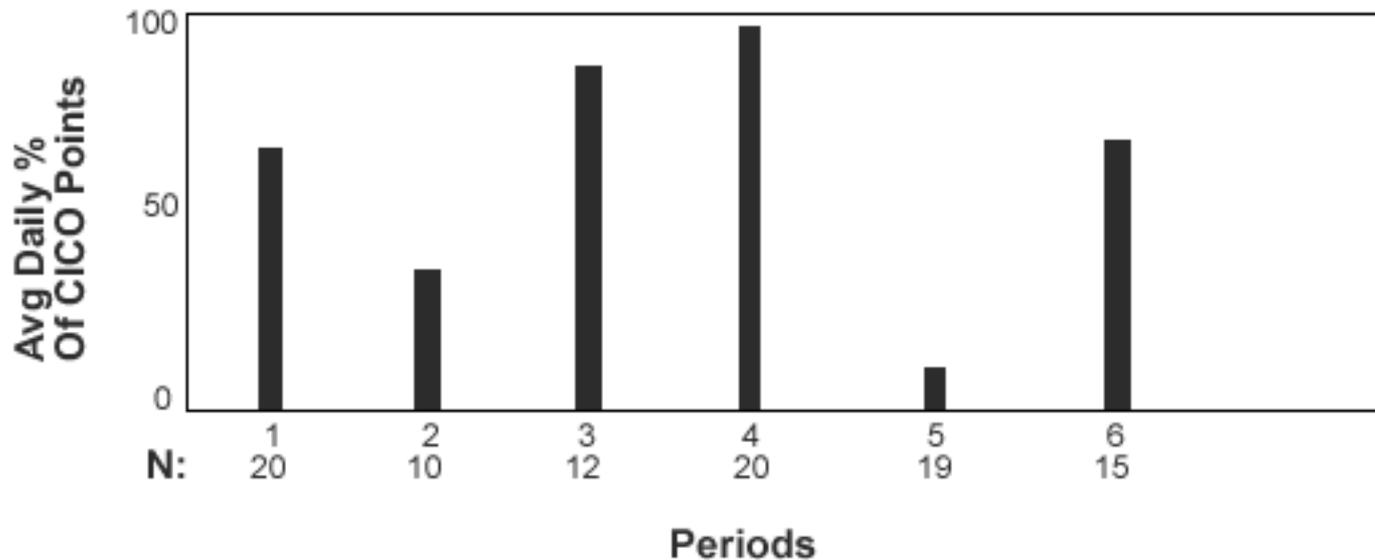
# Check-in Check-out Embedded Within SWIS

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## Individual Student Period Report

Jane Doe

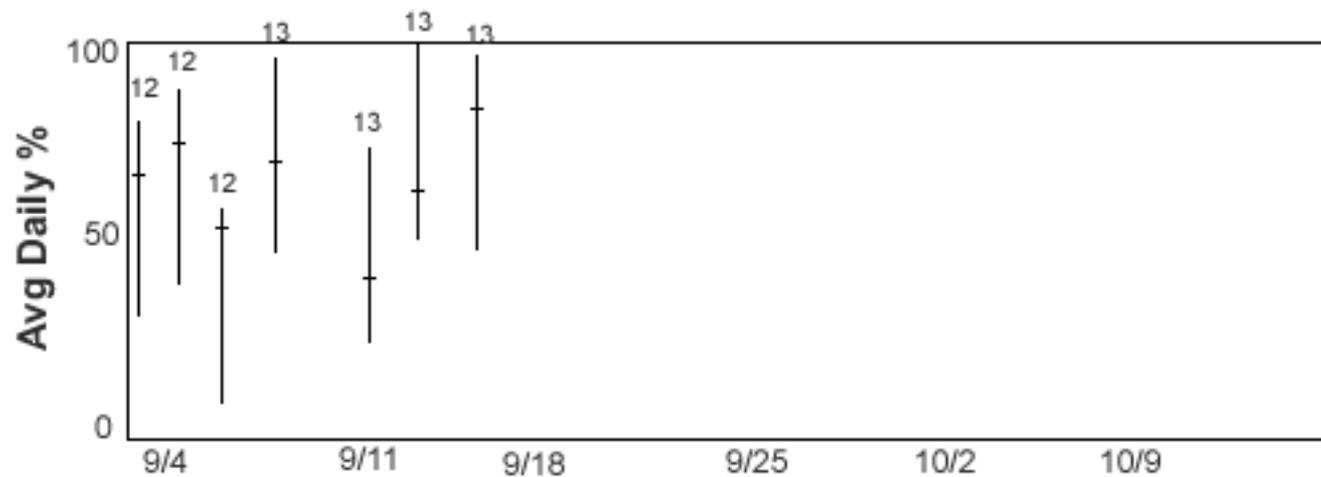
September 1 - September 20, 2006: 20 days



# Check-in Check-out Embedded Within SWIS

## CICO School-wide Report

September 4 - October 13, 2006



School Days, Number of Students



# Check-in/ Check-out Self-Assessment

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- ❑ Individually score the elements of the CICO Self-Assessment
  - ❑ In place; In progress; Not in place
- ❑ As a team review your ratings, and agree on a single summary for the school
- ❑ For elements not scored as “in place” define the actions that will move you toward implementation. Who will do what, when?
- ❑ Define a schedule for meeting to review progress and implement your CICO plan.

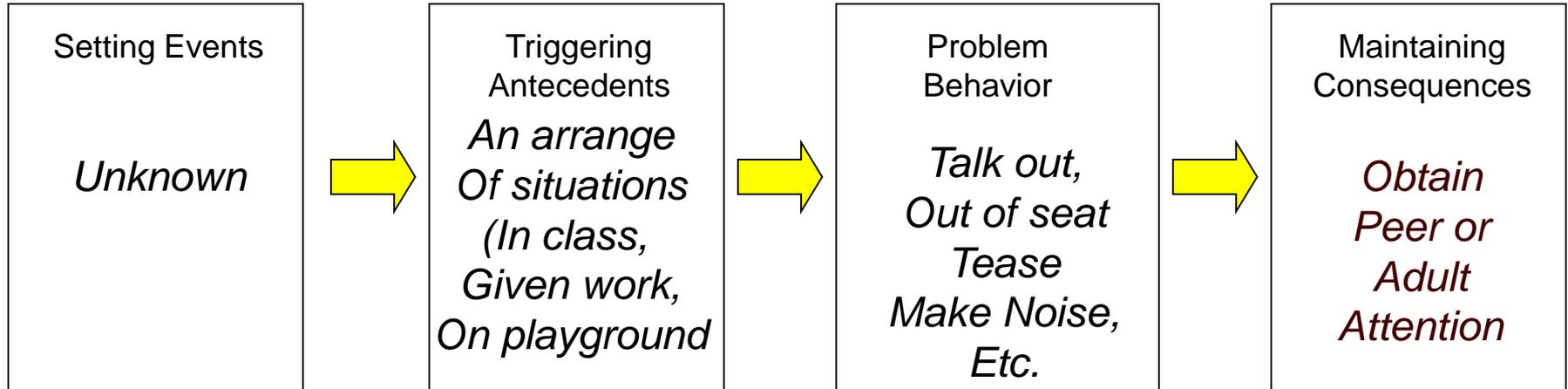
# Assessing of CICO is right for your school

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- What do Targeted Interventions do?
  - Increase access to adult attention
  - Increase access to peer attention
  - Increase access to activity choice
  - Acceptable options for avoiding aversive activities
  - Acceptable options for avoiding aversive social
  - Increased structure (prompts for approp behavior)
  - Structured times for feedback (5 per day)
  - Enhanced home-school communication
  - Development of self-management skills



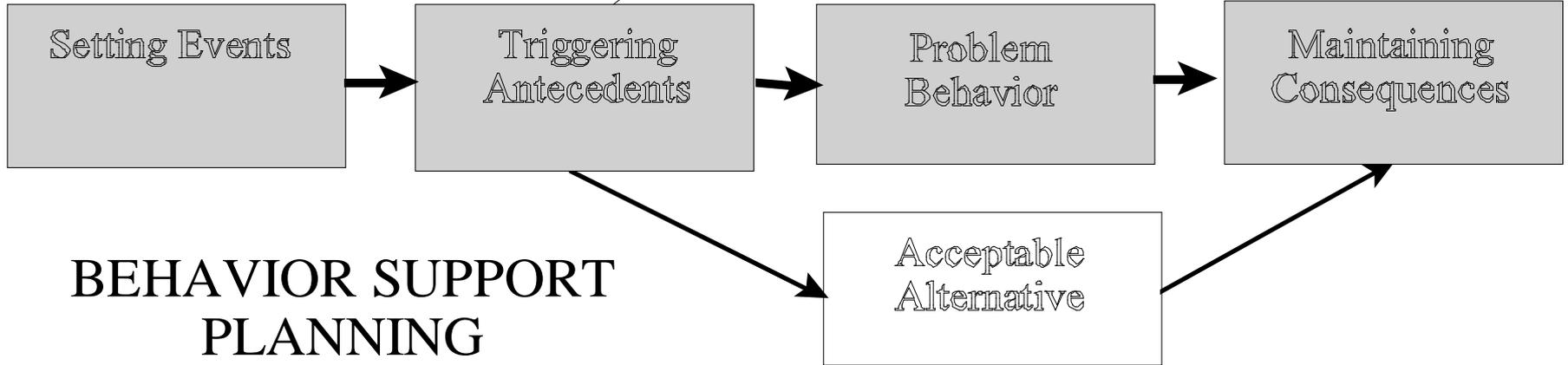
# Assumed FBA Summary Statement When CICO is used



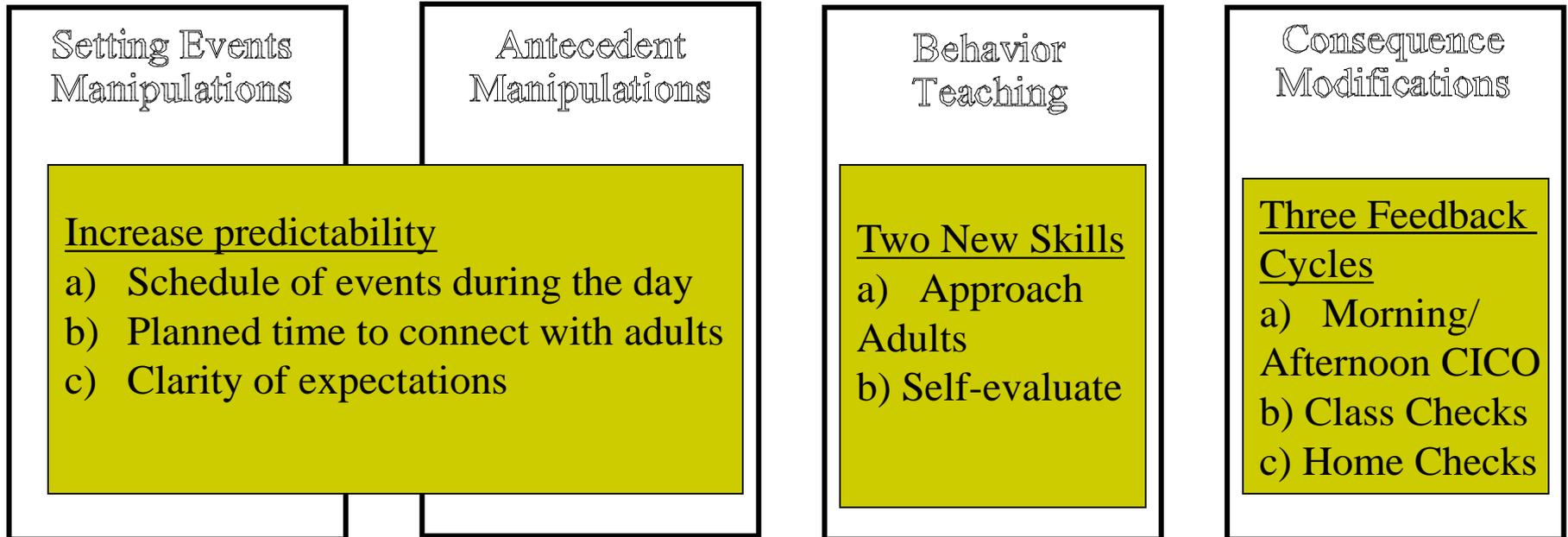
Note: CICO was designed on the assumption that problem behavior is being maintained by **attention**. And a KEY ASSUMPTION is that attention from at least some adults is highly valued.

# COMPETING PATHWAYS

Within CICO

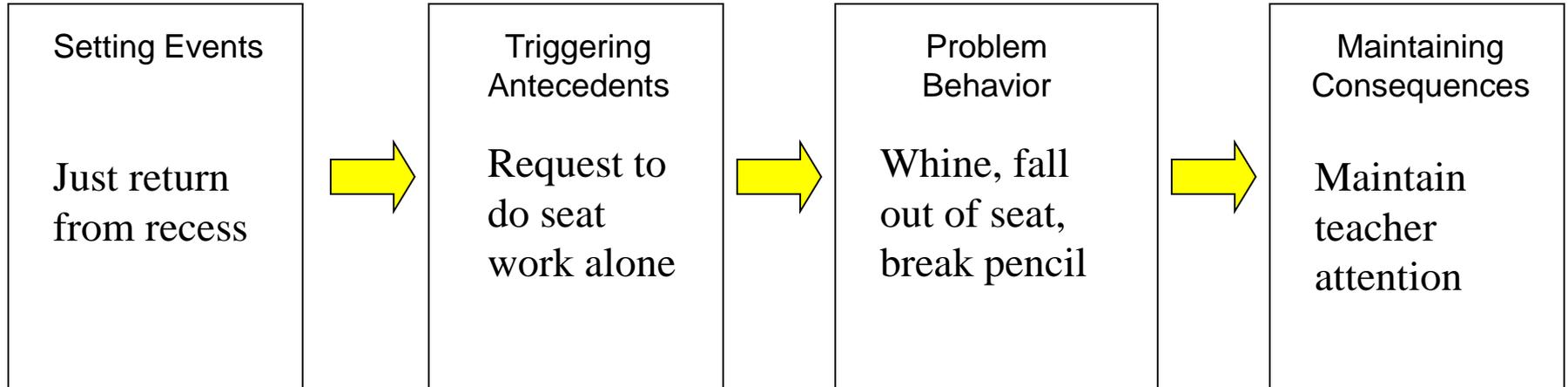


# BEHAVIOR SUPPORT PLANNING



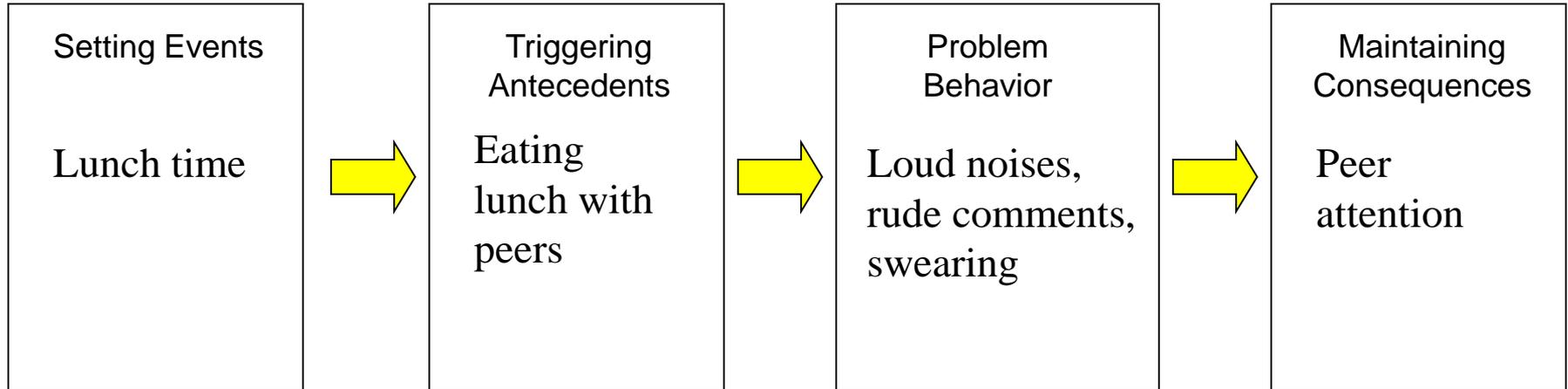
# FBA Summary Statement: Would you expect CICO to be Effective?

Third Grader



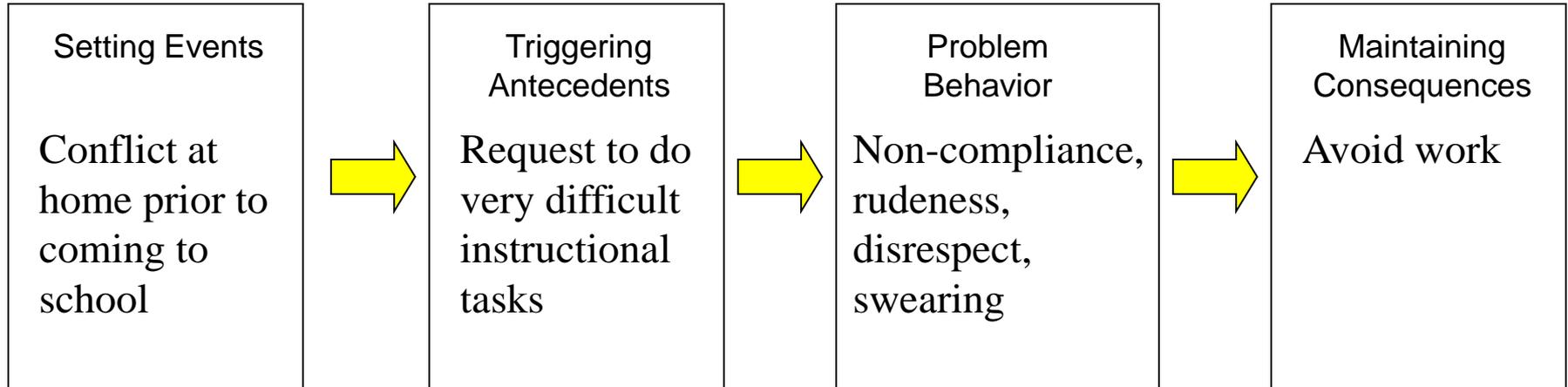
# FBA Summary Statement: Would you expect CICO to be Effective?

Fourth Grader who Finds Adult Attention Very Rewarding



# FBA Summary Statement: Would you expect CICO to be Effective?

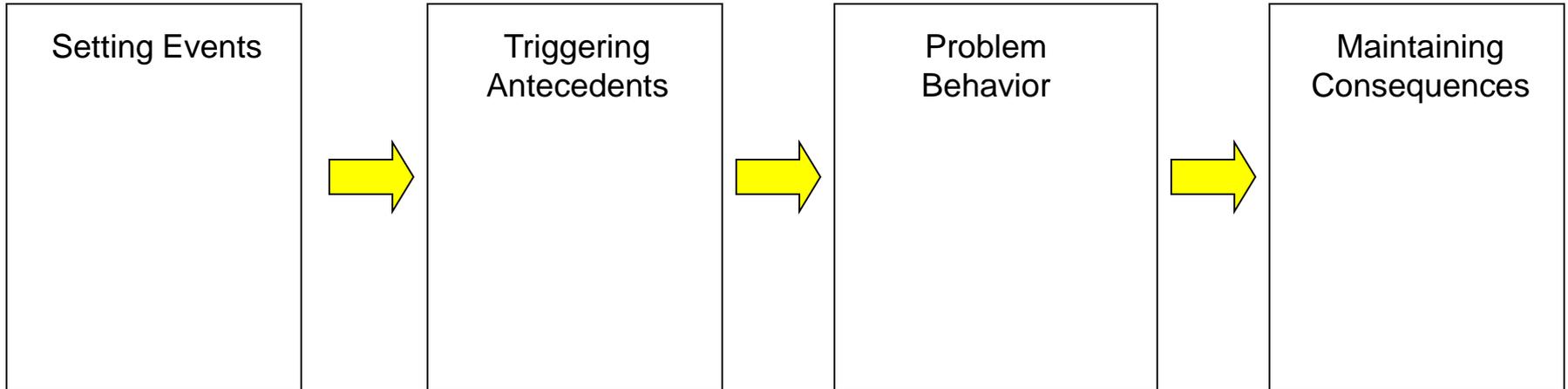
Fourth Grader who is very isolated, and does not interact with adults unless required to do so.



# FBA Summary Statement

Provide Two Hypotheses: One that is a “fit” for CICO and one that is not a “fit”

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# Summary

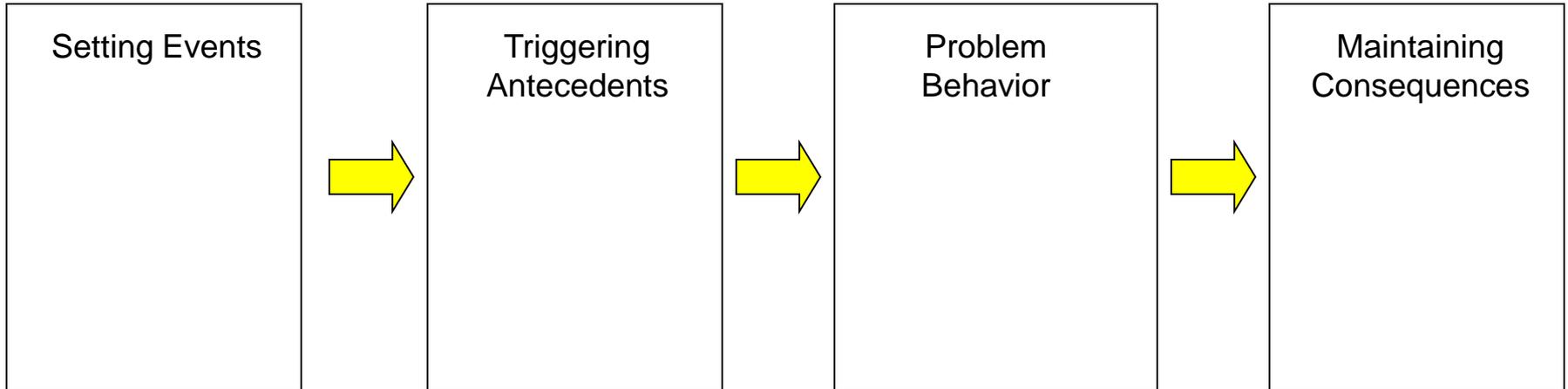
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- Targeted interventions
  - Highly Efficient, structured support
- CICO is one option
  - Assess for whom it will work
  - Enlist whole faculty involvement
- CICO will still need supplement from Tertiary, Function-based support system

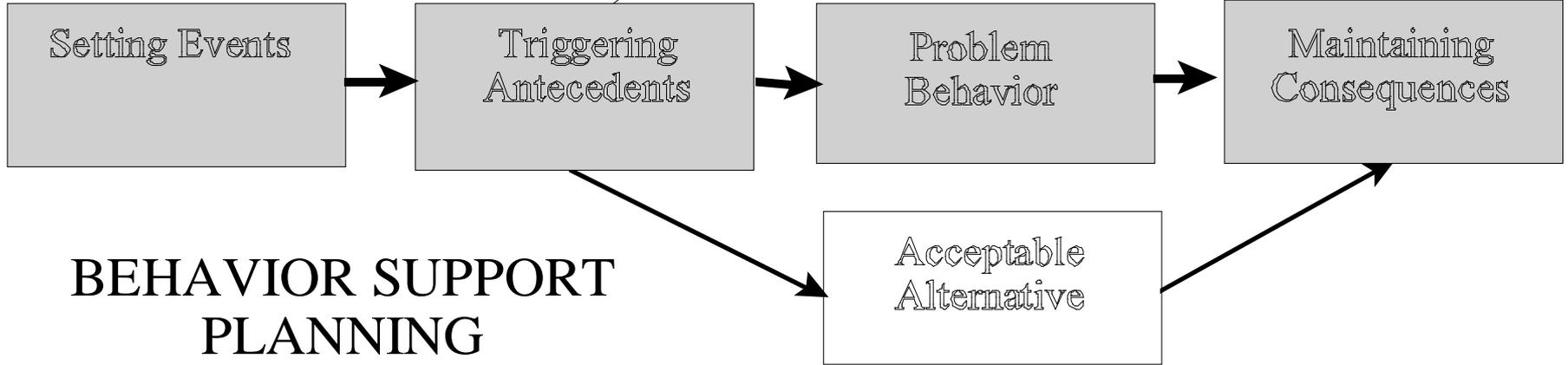
# FBA Summary Statement

Provide Two Hypotheses: One that is a “fit” for CICO and one that is not a “fit”

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# COMPETING PATHWAYS



## BEHAVIOR SUPPORT PLANNING

Setting Events  
Manipulations

Antecedent  
Manipulations

Behavior  
Teaching

Consequence  
Modifications